

QUALITY TEACHING AND VALUES EDUCATION: A COMMON LANGUAGE AND PERSPECTIVE

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Abstract

It is in probing this question, 'What is Quality Teaching?', that the inherent connection with Values Education particularly becoming important in student's life. Among the differences, however, there is a discernible pattern that has stretched the conception of 'teacher' beyond its former constraints. Beyond the expected criteria related to qualifications and updated skills, there are more subtle features that speak, for instance of, 'intellectual depth', quality teaching is a concept that identifies the need not only to drive students towards dealing with the full array of facts and details related to any topic, but to induct students into the skills interpretation, communication, negotiation, and reflection. In a word, the teacher's job is well beyond preparing students for 'get the answer right' standardized testing, but to engage the student' more sophisticated skills levels around such features as 'communicative capacity' and 'self-reflection'. This research will consider the courses like Bachelor of Vocational (B.Voc), Work Experience, Modern Office Management, leading to entrepreneurship as well as job opportunities for students of Dayalbagh Educational Institute and key participation of Dayalbagh Educational Institute in government schemes, 'Uttar Pradesh Kaushal Vikas Yojana'. The research will be conducted through survey and interviews. The sample of the study shall be comprised of students of D.E.I and other institution. This study will contribute in creating awareness among less educated people in rural and urban areas for their livelihood with entrepreneurship of 'Dayalbagh Educational Institute' education system.

Key-words- Quality Teaching, Values Education, Uttar Pradesh Kaushal Vikas Yojana.

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Introduction

Quality teaching is a notion that has arisen as a result of educational research, principally of the last two decades, concerned with identifying the factors that impact most directly on student achievement and wellbeing. Although quality teaching is not defined as a particular teaching method, it entails the application of contextually suitable and appropriate pedagogies to engage the full learning capacities of students. In a quality teaching regime, therefore, teaching and learning are not perceived to be simply the transmission and reception of knowledge but, rather, as providing those conditions where both students and teachers are actively, critically and reflectively engaged in knowledge-making and growing as human persons. Such a regime is therefore taken to be one that provides for the full range of development needs in students, intellectual, social, emotional, moral and spiritual.

Of late, there has been a renewed worldwide interest in values education in the variety of forms it takes. These include moral, character, civics or citizenship education in response to the need to discover new ways of dealing with the persistent problem of racism, drug abuse, domestic violence, sexual abuse, AIDS and new terrorism inspired by the most explicit of values-based beliefs.

Of arguably greater importance, however, is updated research identifying the inextricable link between values and attempts to inculcate the practice and effects of quality teaching.

In order to respond to the challenges wrought by this updated research, values education must transcend and vestiges of a perception that its pertinence is merely to those schools and systems (normally private and religious) where moral formation is accepted as a standard obligation of teaching and schooling. This new research makes it clear that values education is an inextricable part of any affective teaching and schooling because it goes to the heart of, and captures, the innate moral values education must therefore be at the centre of all pedagogy and, in turn, must employ the most appropriate to the learning needs and capabilities of students. It is here that the synergy between quality teaching and values education is one to be profitably considered, both in terms of the further enrichment of quality teaching itself.

Quality teaching and the values dimension

It would be naïve to assume that the notion of quality teaching is not as susceptible as previous regimes of thought to being reduced to instrumentalist formulas and technicist practices. Notices of intellectual depth, relevance and supportiveness have as much potential to become fixed, politicized and supposedly easily observed and empirically measured as were the notions of objectives, outcomes, competencies and indeed intellectual quotient in earlier times. The contemporary challenge for regimes built around the notion of ‘quality teaching’ is to avoid this systematic tendency towards reductionism. A focus on values and values education is one way in which this might be achieved. Such a focus naturally deters inclinations towards simple formulas because it draws attention to the more subtle and complex features of effective learning, to the fact that such learning is determined by a wide range of factors, some more easily measured than others. Importantly, it points to the fact that it is among the less easily measured that the true impact of quality teaching is likely to be found.

Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

It is a skill development initiative scheme of the Government of India for recognition and standardization of skills.

Training programmes- The aim of the scheme is to encourage aptitude towards employable skills and to increase working efficiency of probable and existing daily wage earners, by giving monetary awards and rewards and by providing quality training to them. Average award amount per person has been kept as ₹8,000 (US\$120). Those wage earners already possessing a standard level of skill will be given recognition as per scheme and average award amount for them is ₹2000 to ₹2500. In the initial year, a target to distribute ₹15 billion (US\$220 million) has been laid down for the scheme. great thing done by indian government. Training programmes have been worked out on the basis of National Occupational Standards (NOS) and qualification packs specifically developed in various sectors of skills. For this qualification plans and quality plans have been developed by various Sector Skill Councils (SSC) created with participation of Industries. National Skill Development Council (NSDC) has been made coordinating and driving agency for the same.

Finances- An outlay of ₹120 billion (US\$1.8 billion) has been approved by the cabinet for this project.

Target- The scheme has a target to train 1 crore Indian youth from 2016-20.

Performance- As of 18 July 2016, 17.93 lakh candidates were trained out of 18 lakh who enrolled for the scheme.

Review-Literature

To know the Present State of Knowledge, researchers have studied some reviews.

Dr. Suryakant Ratan Chougule 2016¹, in his research paper ‘**Pradhan Mantri Kaushal Vikas Yojana (Pmkvy): Through Skill Development & Business Education in Entrepreneurship Development**’ has explained the purpose of Indian government to start skill based training programs; ‘**Make in India**’, ‘**Clean India Mission**’, and ‘**Digital India**’ under the supervision of ‘**Ministry of Skill Development and Entrepreneur**’ for every young men & women to have good skills to start their own new business and this plan is also good for foreign investors to set-up plants in India which helps to make a strong economy. Further, researcher has contributed that this plan has been launched at Bihar State in the month June 2015. In last, through this research paper, research has tried to explain the importance of Central Government runs program.

Ms. Kuldeep Kaur and Ms. Balwinder Nagpal 2013², in their research paper, ‘**Teacher Education and Role of Teacher Educators in Value Education**’ have said that the good qualitative teaching improves level of education and requires the perfect knowledge about study curriculum. Further, they have discussed the values & skills for an effective teacher for sharing the importance of education among students. In last, study concludes that these entire essential are subject-matter to the teacher and value education.

S. Srinivasan 2013³, in research paper titled ‘**Value Education Concepts as reflected in Sri Sundara Kanda of Srimad Valmiki Ramayan**’ has explained about the importance of values that help in making life healthy & wealthy and including the religious beliefs, moral attitudes, philosophies of life & political ideologies.

C. Seshadri 2005⁴, in research paper titled ‘**An Approach to Value Orientation of Teacher’s Education**’ has addressed the issues about teacher’s training. According to them, it’s a good activity for teachers to develop better understanding with students so that they can get good knowledge, ideas, views, suggestions about the study related topics. In last, study concludes that good trained teachers guide students to stay in a good society.

Need of the Study

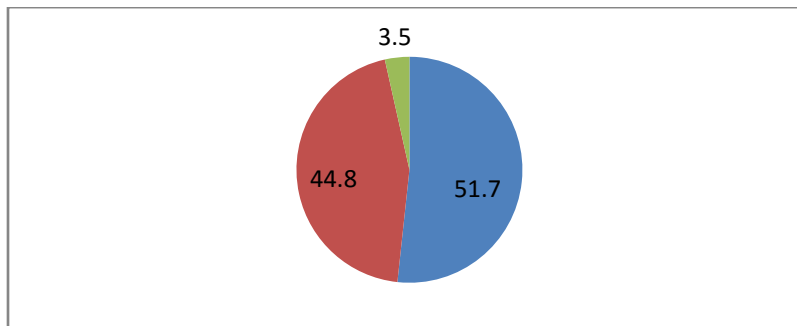
Researchers have discussed about the skill development programs, importance of teachers in giving the best education and concept of value education in making life healthy & wealthy. But there is no further more discussion in making qualitative teaching and value based education. Therefore, it is necessary to know through this research paper.

Objective

To know the importance of qualitative teaching and value based education.

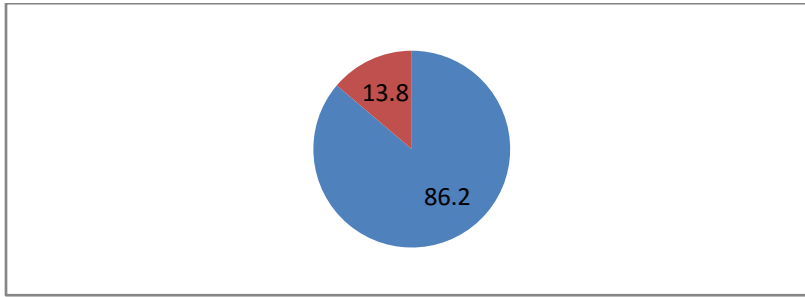
Analysis and Data Interpretation

1. Quality of teaching.



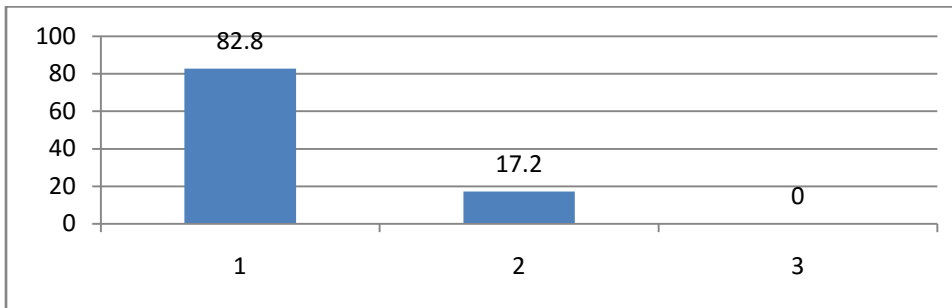
This Pie-Chart has categorized the ‘Quality of teaching’ percentage-wise; 51.77 said good but 44.8 said average and last 35 said poor.

2. Value of education with course.



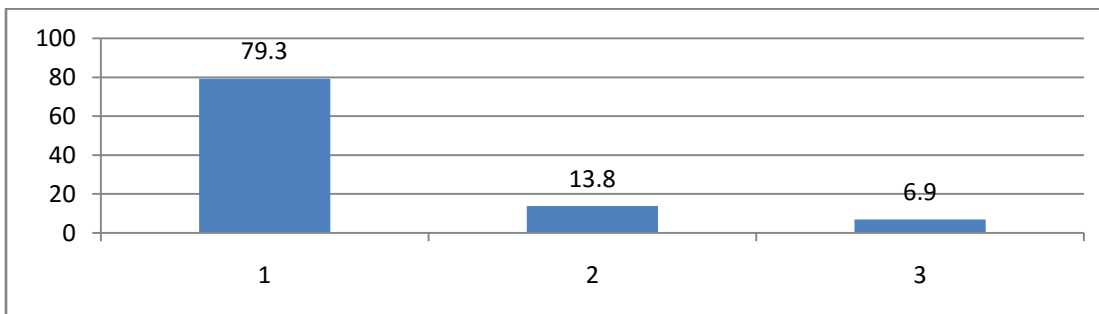
This Pie-Chart has identified the percentage-wise 'value of education with offered courses'; 86.2 given satisfactory response but rest 13.8 dissatisfied.

3. Do you feel this course will help you in upcoming future.



This Bar-Diagram has given the percentage-wise following results; 82.8 sure that these skill development courses will help them to get the good job but rest 17.2 confused.

4. Did this course provide you extra skills other than what you already know.



This Bar-Diagram has given the percentage-wise following results; 79.3 confirmed that these courses provide us extra skills, but 13.8 said no and last 6.90 don't know.

Conclusion

The Quality Teaching and Value Education is must for the student's overall development. The courses that are offered by the colleges and the government should be encouraged because it give extra knowledge, skills to the students and teachers both which will also help to country as well as for their own economic development also by employment opportunities, etc.

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